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ABSTRACT

Results of a workshop to review language arts, social studies, and counseling curriculum materials for sex bias are reported. The workshop, held in Lansing, Michigan in June 1979, consisted of 37 teachers who analyzed content and illustrations for sex discrimination. Evaluations are arranged alphabetically by the publisher of the textbook within the categories of subject matter and level. In elementary language arts, the Ginn 360 Series was rated as severely biased in both content and illustrations, while Harcourt, Brace, Jovanovich and Houghton Mifflin series were rated severely biased in early editions and slightly biased in 1976-79 editions. All secondary language arts texts were rated at least slightly biased. Similarly, materials for elementary and secondary school counseling contained sex and occupational stereotypes. In elementary social studies, three books contained no biases: "Self Expression and Conduct," "The Humanities" (Harcourt, Brace) and "Windows on Our World" (Houghton Mifflin). "Investigating Man's World" (Scott Foresman) was found to have areas of severe bias. In secondary social studies texts, little or no bias was reported in "American Government" (Prentice Hall). Severe bias was identified in "America, Its People and Values, "Rise of the American Nation" (both Harcourt, Brace) and "Magruder's American Government" (Allyn and Bacon). Recommendations, criteria for materials selection in Lansing schools, a bias review checklist, names and schools of participants, and a list of curriculum materials that were reviewed are included. (KC)

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EVALUATION OF CURRICULUM MATERIALS FOR SEXISM IN LANGUAGE ARTS, SOCIAL STUDIES, and COUNSELING

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OVERVIEW

The 1976-77 Title IX - Self Study Plan included a needs assessment for evaluating sexism in curriculum materials. Subsequently, this plan was included in the Title IV Civil Rights Grant for Sex Desegregation.

The Lansing State Department Office for Planning, the Directors of Evaluation, Vocational Eudcation and Curriculum, and the Assistant Superintendent for Instruction, as well as representative teachers and administrators from elementary and secondary schools served as an advisory and planning body for this evaluation. This group, known as SEEP, Sex Equity in Educational Planning, met monthly and recommended a review of textbooks for sex bias. They felt a small sample of materials should be covered during the initial phase of the review. It was decided that language arts, social studies and counseling materials be covered. (A copy of the SEEP - Plan of Action is included - Appendix I).

The review team found that the materials were biased at levels ranging from "slightly" biased to "severly" biased. When a finding of "severly" biased was determined, the recommended action was to discontinue the use of the materials and to submit a letter of dissatisfaction to the publishing company. In most cases, whether "severly" biased or "slight"[1], recommendations were made to encourage teachers to use class discussion to promote awareness of gender equity.

THE WORKSHOP

During the 1978-79 school year, the Great Lakes Sex Desegregation Assistance Center was contacted, at Indiana University, to provide assistance in accomplishing our goal. It was decided that a workshop would be beneficial.

1. Slightly or severly biased were terms used to qualify the degree of gender bias. A copy of the checklist used to judge the materials is included - Appendix V.

PARTICIPANTS by name, school and area assignment

SECONDARY SCHOOLS

Eastern

L.M. Collins - Social Studies
Alan Springgay - Counseling
Marilyn Steegstra - Language Arts
Ted Weigel - Counseling

Everett

Pat Holland - Social Studies

Hill

Jon Nelson - Social Studies
Patricia Shinsky - Language Arts

Gardner

Gloria Johnson - Social Studies

Otto

Joseph W. Mariage - Social Studies
Betsy J. Platt - Language Arts

Pattengill

Elizabeth Simon - Social Studies

Rich

Alberta Clement - Language Arts
Charles Karpinski - Social Studies
Norbert B. Klein - Social Studies
Rita J. Klein - Language Arts
Owen D. Munk - Counseling

AIC

Art Hotchkiss - Language Arts

ELEMENTARY SCHOOLS

Allen

Marie Marshall

Averill

Collin Jean Dunn

Genessee

Patricia Murphy
Donna Brockwell

Gier Park

Ruth Ways

Grand River

Betty Nichols

Gunnisonville

Linda M. Burns

High Street

Helen Rose

Maplewood

Margaret Lee

Pleasant Grove

Dorothy Robinson

Reo

Elizabeth A. Montavon

Riddle

Vivian Greene
Yvonne M. Martinez
Emily Trumbull
Quintella Walker

Verlinden

Richard Davidson

Wainwright

Kathy U. Foley
Martha T. Lud

Walnut

Elaine Raskey

Willow

Robert J. Berryman

The Evaluation for Sexism in the Curriculum was held on June 18-22 in the Lansing Public Library. Thirty-seven L.S.E.A. members participated in the thirty hour, week-long review. A listing of participants, gender, and teaching assignment can be found on Tables 1 and 2, pages 2 and 3 and in the Appendix.

Funding

Funds for inservice contractual rates were provided through two sources: the Lansing School District and the Great Lakes Sex Desegregation Assistance Center of Indiana University.

Recruitment For Workshop

The SEEP committee met informally with the President of the LSEA, Beth Monteith, to discuss the goal of the workshop and possible recruiting techniques. It was suggested that an open invitation to all LSEA members and a 'request' to the steering committee be prepared.

Notices were sent in April 1979 to each building to be posted on the bulletin boards advertising the opportunity to review materials and curriculum for gender equity. Follow-up notices were posted in May with additional information returned to each interested staff person. Initially 50 LSEA members responded, however, the final tally was 37 participating LSEA members.

The following tables provide a % breakdown of participants by gender, assignment and union affiliation.

	Total	M	F
Elementary Teachers	20	1	19
Elementary Counselors	2	1	1
Secondary Teachers	12	5	7
Secondary Counselors	3	3	0
Percentage Representation	100%	27%	73%

Table 1 - Breakdown of data on staff for gender and assignment

	Elementary	Secondary
Total % Female Teachers in Workshop	$\frac{19}{20}$ = 95%	$\frac{7}{12}$ = 58%
Total % Female in LSEA	$\frac{514}{587}$ = 87%	$\frac{176}{484}$ = 36%
Total % Male in Workshop	$\frac{1}{20}$ = 5%	$\frac{5}{12}$ = 41%
Total % Male in LSEA	$\frac{73}{587}$ = 12%	$\frac{308}{484}$ = 63%

Table 2 - % of teachers and participants by gender, union affiliation and assignment.

Female representation in the workshop is higher than the total female population in the LSEA. The male ratio however is split; fewer males attended the workshop at the elementary level than in the total LSEA population and a significantly lower % of males at the secondary level attended the workshop than the total population of males in the LSEA.

A listing of all participating LSEA members, curriculum materials reviewed, and school area assignments can be found in the Appendices on pages 32, 33 -40.

Findings

The findings are organized into curriculum areas - Elementary Language Arts, Secondary Language Arts - Junior High School and High School; Elementary Counseling, Secondary Counseling; Elementary Social Studies, and Secondary Social Studies. Within each area, findings are listed by publisher and title of material. A generalized statement about the material(s) follows and in some cases, specific examples or citings are made. These statements have been taken from the summary reports submitted by the review committee.

Elementary Language Arts

American Book Company, Patterns of Language 1974 Grade 4, 5, 6

Slight to severe bias was found in underrepresentation of females in grammar exercises and illustrations. A severe finding was found because of sex role stereotyping i.e. woman crying as man is scolding her.

Ginn 360 Series Levels 1-10

Ginn - 360 Series PP 1-2, 5-6

All Sorts of Things - Level 10

Awakenings

Conflicts - Level 14

Dog Next Door - Level 7

Duck is a Duck - Level 3

Helicopters and Gingerbread - Level 4

How It Is Nowadays - Level 8

Learning About Sounds and Letters - Level 1

May I Come In - Level 5

My Sound and Word Book - Level 2

On the Edge

Seven Is Magic - Level 6

Speculations - Level 14

Sun That Warms

To Turn a Stone

With Skis - Level 9

This series was rated as severely biased in many areas. A ratio count demonstrating findings by one reviewer group of 5th, 6th, and 7th grade elementary language arts teachers is included on the following page.

	M	F
1) Number of stories where main character is:	134	35
2) Number of illistrations exclusively:	458	113
3) Children shown in active play situations:	47	31
4) Children shown using initiative:	34	7
5) Children shown in situations demonstrating independences:	14	9
6) Children shown solving problems:	33	10
7) Children shown earning money:	6	1
8) Children shown receiving recognition:	7	1
9) Children shown being inventive:	23	10
10) Children shown involved in sports	33	7
11) Children shown being passive:	7	28
12) Children shown being fearful:	9	10
13) Children shown being helpless:	7	9
14) Children shown receiving help:	22	22
15) Children shown at quiet play:	14	16
16) Number of adults shown at differing occupations:	121	19
17) Number of adults shown taking children on outings:	16	4
18) Number of adults shown teaching skills:	10	2
19) Number of adults showing tenderness:	9	16
20) Number of adults scolding children:	5	5
21) Number of adults represented in biographical segments:	7	0
22) Number of adults shown as hero - 'saving the day':	5	2
23) Number of adults shown as villain or unfavorably:	4	7

Ginn - 720 Series Levels 2-27 1976

Ginn - 720 Levels

Dog Next Door - Level 9

Duck Is a Duck - Level 3

Helicopters and Gingerbread

May I Come In

Measure Me the Sky

Mountains Are for Climbing

One to Grow On

Pocketful of Sunshine

Tell Me How the Sun Rose

The incidence of gender bias in this series was less than the 1969 edition. However, findings of "slightly" biased were determined because of continued male orientation in both language and roles. For example in:

Tell Me How the Sun Rose

(pg. 173) - only female representation in the story is a dog.
(pg. 24-33) - boys look larger than girls

A Duck Is A Duck

"Boys and Girls are shown in active roles, heroic roles, . . . a good balance."
"Mother Duck and Mother Rabbit (in kerchief) are the only mother images shown. Both scold and domineer as a form of nurturing." (pg. 73, 75)

Harcourt, Brace, Jovanovich

Goals in Reading - 1970

Much Majesty - 1968

Our Language Today - 1978

Ring Around the World - 1979

Self Expression and Conduct (Humanities Series) - 1974

Widening Circles - 1970

World of Surprise - 1970

These books were dealt with as a group. The incidence of gender bias ranged from "severe" in the early editions (1970) to "slight" in the 1976-79 editions. General findings were:

- White males continue to monopolize the scene as heads-of-households.
- Women demonstrating strength and initiative were most often depicted as black women and heads-of-households.
- Female characters did not receive equitable treatment in these books when compared with male characters in the number of times represented, variety of activities - both passive and active, racial distribution.

Houghton Mifflin

Fiesta - 1971

Kaleidoscope - 1973

A Lizard to Start With - 1976

Medley - 1976

Panorama - 1971

Passports - 1976

Rewards - 1971

Tapestry - 1976

Windchimes - 1976

The report on Houghton Mifflin is similar to the report on Harcourt, Brace and Jovanovich. A better balance of equi able materials is achieved in the 1976 edition. "Severe" ratings were found in numerous instances of role stereotyping of both males and females. However, a number of the reviewers felt there was a good racial mix represented in the books. Specific examples of sexism are:

Passports - "Very few major characters are white women."

Rewards - (Page 164) Little sister says, "You be like father when he gives orders on the fishing boat. Tell me exactly what to do and I'll try and carry out the orders."

Panorama - "Girls are unafraid of snakes, good pitchers, chasing away burgulars. Women are afraid of snakes, saleslady in a store, Brownie leader, mother, driving car pool."

Laidlow Brothers Discovery in English 1977

This text was found to be slightly biased with a slight overuse of male stereotyped role models and inadequate female representation in occupational or family roles.

Specific examples are: "Woman is portrayed as an Astronurse and man as astronauts.(pg. 160)." "All male figures in illustrations on pages 170, 126, 127."

FINDINGS

Secondary Language Arts

Barnell, Loft Ltd., Specific Skills Series

Of the entire series, Locating the Answers was found to be the most biased and therefore completely unacceptable. Other segments of the series were found to be slightly biased. For example:

- Use of generic "he" throughout.
- In Locating the Answer, the table of contents uses jobs related to men - fishermen, policemen, mailmen etc. However, Unit 3 refers to a librarian, a women, "She is a busy person."
- Female stereotypes of pensive, meditative, and passive are prevalent.
- Responses to questions in the High Interest Skill Series are severely biased.
- Women are not included as being significant participants in the developmental phase of America. It appears that only stereotypical men developed this country.

Globe Book Company - Short World Biographies

"This book consisted of 30 biographies. Ten of these were about women. The book showed slight areas of bias in role stereotyping, underrepresentation, and stereotyping of physical and personality traits." However, "Women

were represented in a variety of occupational areas."

Harcourt, Brace and Jovanovich - Adventures in Reading

"This text was found to have an unbalanced representation of males and females. There is a lack of women authors and positive women characters."

- "The art section hasn't any paintings by women, only paintings of women."
- "The short story section underrepresents women and sticks to stereotyped images."
- "The Necklace is a derogatory story."
- "The poetry section, which one would expect to be less biased, lacks poems showing strong feminine traits, and poems by women."

English Grammar and Composition

General bias was found because of the use of stereotypical occupational roles, family and school roles, personality traits and underrepresentation of women.

"Within the practice exercises and sample paragraphs, there is overwhelming use of male names, heroic achievements by males only and subtle downgrading of females." When a feminine character is used, the references are: "playing the piano, nagging hostess, rotten egg, worried mother."

Houghton Mifflin - Themes in American Literature

This text was rated as slightly biased and was found to be acceptable for use in secondary literature programs with supplemental materials. Specific citings by the evaluator are:

"Although quotations in this section are by men, it is apparent that the author chose non-sexist terms."

"Authors have made an attempt to balance out, in relation to sex bias, the paintings and photographs."

Learning Trend Company - Turning Point

This book had a fair representation of women and was rated as slightly biased and acceptable if used with supplementary materials.

MacMillian - Currents in Fiction

"While the stories are excellent, . . . care should be taken in selection." The book was found to have slight bias in underrepresentation of women and general stereotyping of roles and personality traits of both men and women.

- "Male stereotypes are as unjust to the men as the female ones are to women. For example, on page 103 a man is depicted as being 'a bulldog' type of person, or formidible person."

Prentice Hall - Be a Better Reader

Women were shown in stereotypical settings. "Portrayed as being pretty and gentle creatures needing the protection of males." There were instances of underrepresentation of females throughout the text.

Scott Foresman - Dimensions

"While this anthology attempts to give an overview of cultures, there is still great racial, cultural and sexual segregation in the coverage of peoples and life styles.

Orbit - Reading for Pleasure

"The content is overwhelmingly macho male dominated. Women are present in only 1/3 of the selections and comprise only 1/6 of the writers." "One-hundred and thirty visuals depict men in active adventurous roles . . . only four show women, and each of these four are in subservient roles."

"Between slurs, stereotypes and erroneous representation, this book is appalling. Perhaps the often used phrase, 'no redemming social value', is

the most charitable summation of this text."

Elementary Counseling Materials

Agency for Instructional Television - Bread and Butterflies Film Series,
National Instructional Television - Inside-Out Films

Occupational stereotypes for women were avoided in Bread and Butterflies; but family roles were very biased. For example a family is a group with a female-housewife and a male-breadwinner.

Males were stereotyped in a narrow range of roles in Inside Out. Boys were aggressive in game settings and very sports minded; girls were not pictured. Teachers in the films were female.

American Guidance Service - Career Awareness Activity Cards

Males had traditional occupational roles; females stereotypically represented in low paying occupations, i.e. grocery clerk, cook.

"The Career Awareness Activity Cards were definitely geared toward males and their traditional jobs - the unfinished stories about males were greater and the females in professional careers were very stereotyped - stamp collector, cook, grocery checker, and theater ticket seller."

Science Research Associates - Focus on Self Development #2
Focus on Self Development #3

Language usage is stereotypical - boys/he are students, females are teachers.

Underrepresentation of females in occupational roles is considered the weakest point; for example females were illustrated in household jobs, secretaries, teachers, policewomen and bowling alley attendants.

Males were shown in at least 20 occupations (no examples listed by the reviewer).

Male students were shown in aggressive roles; females in passive roles.

"The introductions always used 'she' to denote the teacher and 'he' to denote the student, paralleling the summary discussion of 'problem boys'."

"The strongest point of the series is a very equal representation of ethnic groups. The number of female vs. male-oreinted stories was also fairly equal."

Secondary Counseling Materials

Center for Humanities - Career English

Family Crisis

Personal Communications

Dwight Rich Jr. High School Faculty - Elective Course Description 1979-80

Eastern High School - Description of Courses

Houghton Mifflin - Livelihoods

Lansing Community College and Northern Michigan University - Curriculum Brochures

National Career Consultants Inc. The Fascinating World of Work - 1973

Pied Piper Productions - Audi/Every Dog is Special, Rosey Grier/Believing in Yourself

Sauk Center N.M. - Vocational Biographies

Scholastic Book Service - The Jobs Book

Emphasis in most of the Junior and Senior High School Counseling materials was masculine. Stereotypical roles of male aggression and action are contrasted with female roles of passivity.

Junior High Materials produced prior to 1974 were found to contain severe bias. The more recent materials were perceived as containing very slight amounts of gender inequitable treatment. The Jobs Books were listed as "slightly biased" but were recommended for continued use with remedial materials.

Senior High Materials purchased before 1974 were found to contain

very traditional, stereotypical roles. (Roles include family, occupational and personality traits). Vocational Biographies includes 25 descriptive occupational settings of which 8 were females and 17 were males. In the filmstrip The Changing Work Ethic, males are featured in 35 situations while females are in 4.

A comment made by a counselor to indicate the restrictiveness of stereotyping and this counselor's level of awareness is cited here.

> "Boys are forced to behave in a much narrower range of emotions than girls. The intensity of boys' involvement in acceptable emotions is limited. Girls are allowed a much wider range of emotions as well as a greater level of intensity in them."

Elementary Social Studies

Harcourt, Brace - Self Expression and Conduct

The Humanities

"In general, this book is not biased. Many women as well as men are pictured in various occupations and interests - well balanced in this area. Pictures reflecting children at work and play are well balanced too!" "Of all the books reviewed by our teams we found this one to be most sexually equitable."(sic.)

Follett - Exploring Our World: Eastern Hemisphere

"This book was found to be more than slightly biased. The majority of prominent figures discussed are men. Historical accounts ignore females. Photographs are mainly of men.

Exploring Our World: Latin America and Canada (1971, 1977)

This edition (1977) showed some improvement over the 1971 edition but not enough to satisfy the evaluators. The visual materials are still male dominated with general underrepresentation of women. For example: "The figures in all the graphs are male. Time line figures at the beginning of all chapters

are male. Mention of only 3 female figures in history. . .
Non-traditional activities and valuable female contribution are ignored."

Hart, Rinehart, Winston - Inquiring About American History

This book was judged as slightly biased. "This book only mentions three women of history, Queen Isabella, Harriet Tubman, and Jane Addams - It is considered to be gender biased because women in history are underrepresented."

Inquiring About Cultures

Female representation is almost nonexistent. The few times women are represented, the examples are blatantly distorted.

"It is regrettable, that in a field rich with examples of sex-role varience, the author should choose to analyze cultures which reflect the gender inequities characteristic of our own culture."

Our Working World - American Way of Life

This text was rated as less severe in some areas. Women are severly underrepresented in the early history of the United State, however, from pages 242-249, there was a good section on women."

"On the whole, stereotyping of occupational roles were slight, family roles were slight, personality traits slight and segregation was slight."

Houghton-Mifflin - Windows on Our World

This is "an example of a book that has very little gender bias. Male/female photo balance is evident. Both male and female non-tradiitonal roles are portrayed. Case studies are well balanced. . .there is a section in each chapter that deals with careers and has an opportunity for discussion of various roles."

Scott Foresman - Investigating Man's World

This text was found to have areas of severe bias. For example, on page 87 "a picture of the signing of the Declaration of Independence shows a man signing it and a women holding a baby in the background."

"Men are in the foreground and women are in the background. All pictures show more men than women. History leaves women out altogether."

Secondary Social Studies - Junior High School

Harcourt, Brace - America, It's People and Values

"The generic 'he' is used to refer to men and women. . . because of the numerous times it is used, the cumulative effect is severe."

There was bias found in occupational roles - "the authors imply that all public relations people, indentured servants, congressmen, 'men on the street', etc. are all men."

"The text definitely needs supplemental material."

Noble and Noble - People and Culture, Man and His World

This book was found acceptable with minor revisions and supplementary materials. "The title, 'Man and His World' implies that the world belongs to men. It also forewarns that the book might use the generic term man instead of neutral terms. This biasing element is found throughout the book, and is also used to describe occupations (pages 1, 3, 6, 40, 71. . .). There isn't any mention of women and children during the time of the Industrial Revolution."

Rand McNally - The Free and the Brave

This was found acceptable with some revision and supplemental material. "On page 5 they refer to the first Americans as he. However, later in the text the authors do attempt to avoid the singular he by using the plural they. When humans or people are mentioned, they are called man (pages 58 and 122).

There are also instances of occupational role bias and underrepresentation. "No reference of how women could improve their class or status, only men."

People and Cultures

Attempts have been made toward gender equity. However there is still slight occupational stereotyping and underrepresentation of women. This book was found acceptable.

"The cumulative effect of using the generic 'he' is very slight."

"The author divided the units into women's dress, men's dress, women's roles, men's roles etc. No complaints here."

"There are two stereotypical pictures of American females. The only pictures of American females used in the book shows them in the kitchen, one on the phone with a baby and the other at the sink, along doing dishes - pgs. 12 and 491

Scholastic Book Services - American Citizenship Programs

This book seemed to have achieved a good balance of materials. "The ratio of male to female authors was 3:2, editors 3:1, and educational consultants 1:1." "For the most part the book used terms 'the President, he' which leaves one to believe that the President will always be male. Although the section on Presidency does point out that the job could be filled by a women."

One area of stereotyping recorded was in personality. "Women are seen as the one who needed protection from criminals and men are used as examples of criminals."

Social Studies - Senior High School

Allyn and Bacon - Magruders' American Government

This "is a more formal text which uses the generic he consistently and throughout. Examples of females in leadership positions are noticeably absent. This book has relatively few picture aides and the ones it has omit women almost completely. All in all this text would definitely not pass any sex bias test."

Harcourt, Brace, Jovanovich - Rise of the American Nation (3rd edition)

This text was found to be severly biased in many areas. "The narrative does reflect sex bias as do the special sections and primary source readings with 113 entries but only 6 written by women." "The most serious criticism of this book is the combination of omissions and fragmentation in which the female in American History is described."

Holt, Rinehart, and Winston - People and Our Country

This text is used for supplementary reading however, it was found to be. . . "less sexually biased than the current adopted text," in some areas.

"In reviewing the pictorial content, approximately forty percent have women in them with viable non-stereotypical captions included. There are also fewer males referred to in the narrative."

"In the area of non-sex bias; it would appear this text merits consideration."

Prentice Hall - American Government

This text was judged to be almost free of bias.

"It displayed both males and females in active roles including leadership positions both in the written text and in the pictorial aspects."

"Although this is only one example, it is indicative of the tone of this entire text."

SUMMARY

All materials reviewed reflected some level of gender bias ranging from slight to severe.

The teachers were able to begin the weeks session reviewing materials from their individual initial level of awareness. As the week progressed, awareness was heightened and sensitivity to bias increased.

The participants felt the timing of the workshops - Juen 18-22, was appropriate. However, the intervening summer vacation interrupted the level of enthusiasm and/or carryover effect of the findings to the rest of the district not involved. While this may have given the administrative staff time to consolidate a report and infuse it into the districts' management system, it may also have allowed teaching staff to reflect on their initial level of commitment.

As a group the participants acknowledged that in order to change the current level of bias in textbooks:

1. Some materials need to be supplemental.
2. Discontinue use of some materials.
3. Other staff, both principals and teachers, must have information on gender bias in curriculum.
4. Actions taken by the district must be of an evolutionary nature in order to provide long term impact.
5. The pervasiveness of gender bias is of a cumulative nature, however subtle or profound.

RECOMMENDATIONS

A. The Title IV - Title IX Advisory Specialist has recommended the following issues be addressed during 1979-80.

1. Revise policy for curriculum purchase. (see attached district policy in Appendix).

2. Incorporate on-going curriculum reviews - a task of the Screening Committee.

3. Design and/or purchase supplemental materials for all levels of Language Arts and Social Studies to be housed in the Resource Center and sponsored by a consultant for each area.

4. Discontinue use of the Ginn 360 series based on the findings of the participants.

5. Use a cadre of those participants to work in other curriculum development workshops to increase awareness of gender equity and book review skills.

6. To include a group of "aware" 9th or 11th graders in the districts' efforts to remediate gender inequity in their classrooms.

   a. To work out guidelines with class members to evaluate materials.

   b. To hold class discussions of statements or situations in textbooks.

   c. To collect and develop nonsexist supplementary materials.

   d. To analyze sexism in popular songs, jokes, T.V., advertising, toys and packaging.

   e. To prepare letters to publishers about their sexist materials.

B. Each group of participants developed a list of recommendations and submitted them at the close of the workshop. During July, these lists of recommendations were returned to the original group members and they were directed to select 5 recommendations, in order of priority to be implemented during the 1979-80 school year. The selected list to be returned by August 3rd. The recommendations that follow are those selected as most appropriate for implementation during 1979-80 with #1 reflecting the highest priority.

C. Recommendations from Workshop Participants - These have been prioritized and their order reflects participant ranking from highest to lowest priority.

1. Develop district resource center for materials for gender equity.

2. Design a media presentation based on an awareness, evaluation, and use of materials. This information would be available on District Cable T.V.

3. Make graphic presentations to parents in CIC's, PTA, PTO's in order to build community support for gender equity.

4. Develop and adopt a district criteria to aid in decision making process for purchase of curriculum materials free of gender bias.

5. Continue large group reviews of other materials in same subject area.

6. Workshops in building should be prepared by building committees to act on findings and begin preparation or purchase of supplemental materials.

7. Letter to publishers should be prepared by Lansing School District stating objection to bias in materials.

8. Continue the review of curricular materials in all subject areas.

9. Elementary Teachers should have structured information or supplements which can be included in reading "materials" to show:

    1. gender-free roles in families
    2. gender-free roles in occupations

10. Disseminate the results of the workshop to all who use these publications. Request response to the recommendations on these materials.

11. Prepare copies of report for all administrators; encourage administrative workshop to become familiar with findings.

12. Presentation to Lansing School Board on findings from evaluation of curriculum.

13. Mini-units be designed by Social Studies Task Force for inclusion in K-12 curriculum.

14. Discontinue use of Ginn 360 Reading Series.

15. Use reading committee to evaluate rest of materials in language arts.

16. Encourage non-traditional course programs for both genders.

17. Include revised Review Form in a packet to be given to each school staff. Principals should begin implementation of review of other curriculum materials.

18. Request community involvement in developing non-traditional role models for students at elementary level.

19. Request workshop participants act as resource persons for

    1. presentations for awareness
    2. facilitators for other group actions

20. Request departmental meetings to investigate use of other materials.

21. Determine how a "classic" has been included in Secondary Language Arts curriculum. Request other "classics" be included which represent other perspectives on race, gender, and culture.

22. Be patient - changing attitudes involve process of some duration.

23. Teachers must take initiative to bring this report and actions to their buildings.

24. Request support for building budget priorities on the provision of supplemental materials.

25. Administrative initiative should be used to suggest inclusion of supplements or exclusion of materials which are found to be most biased.

26. Use Anthologies, exercising professional judgement i.e. omission of blatantly biased information and inclusion of supplemental works.

27. As a remedial measure include a mini-unit on women as a resource material; corrective action is to use material which is fair to both genders.

28. Departmental meetings in each secondary school should be requested to take specific action based on the findings in this report.

D. Recommendations for 1980-81 by the Title IV-IX Advisory Specialist are:

1. Preparations be made during 1979-80 school year for media presentations to the Community, Community Involvement Council, etc. on gender equity.

2. Incorporate mini units into the curriculum through Steering Committee/ Principal support.

3. Have a Board presentation on information gathered during the initial materials screening.

4. Continue to design curriculum materials and courses of a non-traditional nature for elementary and secondary school students.

APPENDIX

APPENDIX I

Policy No. 6161.1

Criteria for Selection of Published Instructional Materials Including Textbooks

All published instructional materials used in the Lansing School System shall comply with Board Policy No. 6161.2, Treatment of Minorities in Textbooks, and with applicable State law.

Under the principle of responsible building autonomy, the Board of Education directs the principal of each building, in cooperation with his staff and community, to select published instructional materials that are to be used in the building.

Selection of materials shall be based on the following criteria:

1. The Goals of the Lansing School District.
2. The needs of the pupils in the school.
3. The objectives of the course, class or grade.
4. The appropriateness of the materials to the age and academic level of the learner.
5. Physical quality, format and cost.
6. The recommendations of the appropriate steering committee, the appropriate curriculum consultant and/or the community involvement committee.
7. The guidelines developed and approved by the instructional council.

The selection procedure requires staff involvement at the building level. This involvement shall include:

1. All teachers at the department or grade level involved.
2. The department chairman and/or the lead teacher.
3. The building principal or his designee.

A procedure shall be provided for citizen review and challenge of instructional materials used in the district.

Each building principal is responsible for keeping a current list of textbooks and room sets of instructional materials being used in the building. This list shall be made available to the Board of Education each fall for its review and consideration.

Adopted: 4-11-61
Revised: 5- 7-64
Amended: 3- 4-65 (Supersedes #6134)
Revised: 6- 7-73
2-20-75

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Original Planning Document of S.E.E.P.

TEXTBOOK/MATERIALS CURRICULUM REVIEW: PLAN OF ACTION

OBJECTIVE: To establish a process and develop the appropriate support services which will result in a review of textbooks and materials in the school district during the 1980-1981 school year.

MAJOR PROGRAM GOALS	ACTIVITIES	VARIABLES/CONSTRAINTS	EVALUATION
1. Appropriate organized groups, within the school system, will be approached for their support and assistance. e.g. LSEA, Elementary and Secondary Principals, Department Chairpersons, Curriculum Steering Committees, Directors, Consultants, and other support personnel.	1. The Title IV Coordinator and the Curriculum Director will meet with all steering committees to investigate whether they would support a plan to get readers, other than themselves, to read books to review for gender-equity.	1. Time	The peices of this overall Plan of Action will be completed by June, 1979.
2. With SEEP, develop a list of resource persons, from inside and outside of the school district, who have demonstrated success in generating support for gender-equity, and who have knowledge and information about the topic.	2.0 The SEEP Committee provide the names of school district personnel and their area of expertise to the Title IV Coordinator. 2.1 The SEEP Committee will aid the Curriculum Director and the Title IV advisory specialist in soliciting the cooperation of individuals to serve as resource persons.	2. Money	
3. Upon request, in service and appropriate materials for a self-study and self-assessment will be provided for each individual responsible for a curricular area or department.	3.0 The Title IV Advisory Specialist will develop with resource persons the content to be assessed in textbooks and a process for accomplishment 3.1 The Title IV Advisory Specialist will provide several self-study assessment forms to be reviewed by the SEEP Committee, Department Chairpersons, Directors, Coordinators, Instructional Council, and selected staff members prior to its adoption for use in the district.	3. Support	

BUDGET	TIME - LINE
Resource Persons: $ 600.00 Stipends for Teacher Review $200.00 textbooks and teacher readers @ $ 9.00 per hour x 4 hours = $ 7,264.00 Self Assessment Materials: Printing Video-tapes $ 1 000.00 TOTAL: $ 7,6[illegible].00 *** We might discuss 3 teachers per book that would be $ 21,792.00	APRIL, 1979 1. The following groups/individuals will have been contacted for their support and plan development. a) School Board b) Superintendent c) Steering Committees d) LSEA e) Elementary Principals f) Secondary Principals g) Department Chairpersons h) Directors and Consultants 2. Gender-Equity Assessment instruments will have been completed and circularized. (With help of Department of Evaluation Services) 3. Consensus will have been reached on which texts in the system should be included in a gender-equity curriculum assessment.

APPENDIX IIA

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MAJOR PROGRAM GOALS	ACTIVITIES	VARIABLES/CONSTRAINTS	EVALUATION	BUDGET
4. An appropriate PR effort will be developed to enhance the gender-equity Curriculum Review.	4.0 The curriculum review concept will be presented to the Board of Education by the Superintendent of Schools. 4.1 The Curriculum Director and Advisory Specialist will present the concept to the Instructional Council 4.2 The advisory specialists and Curriculum Director will meet with the Elementary, and Secondary Principals. 4.3 The advisory specialist and curriculum director will meet with the Board of Directors and the LSEA. 4.4 The Curriculum Director will meet with the Superintendent's group regarding the concept and process of curriculum review. 4.5 The Curriculum Director and Advisory Specialist will plan a cable TV and a self-study assessment kit on gender-equity with the cable TV coordinator and district media specialist.	4. Attitude		
5. Group plans for a gender-equity self-study will be developed cooperatively with Steering Committees, Directors, Consultants, and Department Chairpersons.	5.0 Ideas for implementing a gender-equity curriculum review will be sought from Directors, Consultants, etc.			

TIME - LINE	MAJOR PROGRAM GOALS	ACTIVITIES
4, Benin the development of filmstrips which can be used by teachers. MAY, 1979 --Appropriate In-Service on the "HOW TO'S" of reading a book for an assessment of gender-equity will be conducted with those persons consenting to read texts. --Begin supplemental materials compilation. JUNE - AUGUST, 1979 --Completion of reading tasks. --Compilation of summaries.	6. Develop a supplemental materials resource file.	5.1 These ideas will comprise Part II of the Curriculum Review. These ideas will form the district "HOW TO'S". 6.0 Department Chairs, Individual teachers, textbook publishers researchers, and others will be contacted for materials which may supplement existing textbooks. 6.1 Establish with the Department of Media Services a supplemen library of gender-equity materials. 6.2 Arrange for the circularizatic of these materials to teacher and others.

APPENDIX III

CURRICULUM REVIEW
LANSING SCHOOL DISTRICT

LOCATION: LANSING PUBLIC LIBRARY

SPONSORED BY GREAT LAKES SEX DESEGREGATION ASSISTANCE CENTER AND LANSING PUBLIC SCHOOLS

June 18-22, 1979

AGENDA

June 18, 1979

8:00 am — Registration

8:30 - 8:45 am — Introduction — Dr. Nancy Voight, Great Lakes Desegregation Assistance Center

8:45 am — Presentation:
Gallery A — "Recognizing and Eliminating Sex Bias and Sex Role Stereotyping"

Consultants: Connie Cline
Dr. Warren Hall

Media Presentation: Men's Lives

12:00 NOON — Lunch - Supplied by Lansing School District
Gallery C

1:00 pm — Remarks
Gallery A — Dr. Matthew Prophet
Superintendent of Lansing School District

1:15 pm — Concurrent Sessions

Gallery A - Elementary Teachers, Secondary Teachers and Counselors

"Evaluating Materials for Sex Bias and Sex Role Stereotypes"
Evaluation Criteria by the Michigan Department of Education

Educational Consultant: Karla Atkinson

Gallery C - Physical Education Staff

Planning Session for Fall Inservice

Facilitators: Dr. Warren Hall
Susan Williams
Dr. Nancy Voight

4:00 Adjourn

June 19, 1979

9:00 am General Clarification Session (Resource persons available)
Gallery A

9:30am -4:00pm Begin Textbooks and Supplemental Materials Review

June 20, 1979

Gallery A

Presentation:

"History and The Classics from the Feminine Point of View"

Consultant: Dr. Frances Rhome
Indiana University

10:30 am Continue Independent Evaluation of Materials in Library

12:00 NOON Lunch (On your own)

1:00pm - 4:00pm Continue Independent Evaluation of Materials in Library

June 21, 1979

9:00am - 4:00pm Complete Assignments at Public Library

June 22, 1979

8:30 am Group Leader's Meeting
Group Reports: Findings and Recommendations
Gallery A

11:00 am

"Creative Use of Biased Materials in a Non-Biased Way"

Facilitators: Dr. Nancy Voight
Susan Williams
G.L.D.A.C.

12:00 NOON	Lunch
1:00 pm	Small Group Process (cont.)
2:00 pm	Total Group Process
3:30 pm	Wrap-up and Evaluation
4:00 pm	Adjourn

APPENDIX IV

In addition to the evaluation of curriculum, the Great Lakes Sex Desegregation Assistance Center was asked to aid the Physical Education staff and consultants in identifying problem areas in their curriculum. Their planning efforts resulted in the design of a city-wide workshop. No date has been set for this session; however it has been suggested for a Saturday after school resumes.

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APPENDIX V

CEDISS BIAS REVIEW CHECKLIST

Reviewer _____

Date _____

Product _____

Publisher/ Developer _____

BIASING ELEMENT

TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Seoregation

Page	Biasing Element (# & LETTER)	COMMENTS (negative & positive)	Degree of Bi slight	seve

Revised June 1979
Charles Kurpinski
Liz Simon
Joe Mariage

APPENDIX VI

PARTICIPANTS by name, school and area assignment

SECONDARY SCHOOLS

Eastern

L.M. Collins - Social Studies
Alan Springgay - Counseling
Marilyn Steegstra - Language Arts
Ted Weigel - Counseling

Everett

Pat Holland - Social Studies

Hill

Jon Nelson - Social Studies
Patricia Shinsky - Language Arts

Gardner

Gloria Johnson - Social Studies

Otto

Joseph W. Mariage - Social Studies
Betsy J. Platt - Language Arts

Pattengill

Elizabeth Simon - Social Studies

Rich

Alberta Clement - Language Arts
Charles Karpinski - Social Studies
Norbert B. Klein - Social Studies
Rita J. Klein - Language Arts
Owen D. Munk - Counseling

AIC

Art Hotchkiss - Language Arts

ELEMENTARY SCHOOLS

Allen

Marie Marshall

Averill

Collin Jean Dunn

Genessee

Patricia Murphy
Donna Brockwell

Gier Park

Ruth Ways

Grand River

Betty Nichols

Gunnisonville

Linda M. Burns

High Street

Helen Rose

Maplewood

Margaret Lee

Pleasant Grove

Dorothy Robinson

Reo

Elizabeth A. Montavon

Riddle

Vivian Greene
Yvonne M. Martinez
Emily Trumbull
Quintella Walker

Verlinden

Richard Davidson

Wainwright

Kathy U. Foley
Martha T. Lud

Walnut

Elaine Raskey

Willow

Robert J. Berryman

CURRICULUM MATERIALS

Appendix VII

ELEMENTARY LANGUAGE ARTS	Grade Level
American Book Company	
Patterns of Language 1974	Level 4-5
Ginn - 360 Series	PP 1-2, 5-6
All Sorts of Things	Level 10
Awakenings	
Conflicts	Level 14
Dog Next Door	Level 7
Duck is a Duck	Level 3
Helicopters and Gingerbread	Level 4
How It Is Nowadays	Level 8
Learning About Sounds and Letters	Level 1
May I Come In	Level 5
My Sound and Word Book	Level 2
On the Edge	
Seven Is Magic	Level 6
Speculations	Level 14
Sun That Warms	
To Turn A Stone	
With Skis	Level 9
Ginn - 720 Series	
Dog Next Door	Level 9
Duck is a Duck	Level 3
Helicopter's and Gingerbread	

May I Come In

Measure Me The Sky

Mountains Are For Climbing

One To Grow On

Pocketful of Sunshine

Tell Me How The Sun Rose

Harcourt, Brace, Jovanovich	Level 3 - 4
Goals in Reading 1970	Level 4 - Skills Reader
Much Majesty 1968	Level 4 - Literature
Our Language Today 1978	Level 2
Ring Around The World 1970	
Self Expression and Conduct (Humanities Series) 1974	Level 2
Widening Circles 1970	
World of Surprise 1970 (1979 Sample Copy)	Level 2
Houghton Mifflin	Level 3 - 4
Fiesta 1971	
Kaleidoscope 1973	
A Lizard To Start With 1976	
Medley 1976	
Panorama 1971	
Passports 1976	
Rewards 1971	
Tapestry 1976	
Windchimes 1976	
Laidlow Brothers	
Discovery in English 1977	Level 5

SECONDARY LANGUAGE ARTS MATERIALS

Barnell, Loft, LTD.	
Specific Skills Series	Level 9 - 12
Globe Book Company	
Short World Biographies	Level 10, 11
Harcourt, Brace	
Adventures in Reading 1969 (Classic Edition)	Level 9
Voices in Literature, Language and Composition I	Level 8 - 9
English Grammar and Composition 1969 (Book 9)	Level 9 - 12
Houghton Mifflin	
Themes in American Literature 1975	Level 10 - 11
Learning Trends Company	
Turning Point	
MacMillan	
Currents in Fiction 1974	
Prentice Hall	
Be A Better Reader	Level 8
Scholastic Book Services 1966 - 1971	
Getting Together: Problems You Face	
Take 12/Action Plays	
Scott Foresman	
Dimensions 1967	Level 7
Reading for Pleasure - In Orbit 1966	

ELEMENTARY COUNSELORS MATERIALS

Agency for Instructional T.V.

Bread and Butterflies Film Series	Level 4 - 6

American Guidance Service

Career Awareness Activity Cards DUSO D-2	Level 3 - 4

National Instructional T.V.

Inside-Out Films	Level 4 - 6

Science Research Associates

Focus on Self-Development State 2	Level 3 -4
Focus on Self-Development State 3	Level 5 - 6

SECONDARY COUNSELOR MATERIALS — Grade Level

The Center for Humanities, Inc.

Career English:
Communicating On the Job
(Part I & II) - filmstrip

Family Crises:
When Parents Divorce (Part I & II) - slide presentation

Personal Communications:
Gestures, Expressions and Body English
(Part I & II) - slide presentation

Dwight Rich Junior High School Faculty and Administration
Lansing, Michigan

Elective Course Descriptions 1979-1980

Eastern High School

Description of Courses — High School

Houghton Mifflin

Livelihoods - Business & Office 1974
(filmstrip-cassette)

Lansing Community College and Northern Michigan University

Curriculum Brochures

National Career Consultants Inc.

The Fascinating World of Work 1973 Edition — High School

Pied Piper Productions

Andi/Every Dog Is Special

Rosey Grier/Believing in Yourself - filmstrip

Sauk Centre N.M.

Vocational Biographies — High School

Scholastic Book Service

The Jobs Book: How to Find and Keep a Job 1976 Level 7 - 9

12

ELEMENTARY SOCIAL STUDIES MANUALS	Grade Level
Harcourt, Brace	
Self Expression and Conduct 1974	Level 2
The Humanities 1978	Level 4, 5, 6
Follett	
Exploring Our World: Eastern Hemisphere 1977	Level 6
Exploring Our World: Latin America and Canada 1977	Level 6
Exploring Regions of Latin America and Canada 1971	Level 6
Holt Rinehart, Winston	
Inquiring About American History 1972	
Inquiring About Cultures 1972	Level 4
Our Working World, American Way of Life	Level 5
Houghton Mifflin	
Windows on Our World 1976	
Scott, Foresman	
Investigating Man's World 1970	

JUNIOR HIGH SOCIAL STUDIES MATERIALS	
Harcourt Brace	
America, Its' People and Values	Level 9
Noble and Noble	
People and Culture, Man and His World	Level 7
Rand McNally	
The Free and The Brave	Level 9
People and Cultures	Level 7

Scholastic Book Services

American Citizenship Program	Level 8

SENIOR HIGH SOCIAL STUDIES MATERIALS

Allyn and Bacon

Magruder's American Government	Level 11 - 12

Harcourt, Brace, Jovanovich

Rise of the American Nation (3rd Edition) 1972	Level 10

Holt, Rinehart and Winston

People and Our Country	Level 10

Prentice Hall

American Government	Level 11 - 12

Scholastic Book Service

Scholastic American Citizenship